

PLAN FOR DIFFERENTIATED PAY /STATE FUNDS MONIES 2013-2014 SCHOOL YEAR

The monies designated for Differentiated Pay as offered by the State of Idaho will be tied to work associated with **continued reflection/modification to one of the Common Core-based assessments** created during the 2012-2013 school year by each teacher and is to be continued to be utilized during the 2013-2014 school year. If a teacher would like to create a new assessment which addresses the requirements of this assessment requirement, he or she can do so, in conjunction with discussion/agreement with the building administrator. This differentiated pay opportunity is designed for all certified teachers, pre-K to grade 12 who work directly with students.

Monies will be dispersed quarterly, as each teacher meets the requirements for that portion of the assessment work. First and second quarter monies earned will be dispersed pending arrival of state funding. If a teacher does not meet the requirement for the quarter, his or her portion goes back into the differentiated pay fund. He or she will still have the opportunity to earn the portion described for successive quarter if he or she completes the required work within the allotted time allowed. Each teacher is assessed individually.

1st quarter:

- 1) Teachers will be required to view a webinar via the Internet pertaining to assessment/evaluation tools for the Common Core. (Attached is a variety of web links which would be appropriate for this purpose. Teachers may choose other webinars with the prior approval of the building administrator).
- 2) Teacher will use information from Webinar to write a ½ page commentary and reflection on application of information to the test instrument developed during the 2012-2013 school year or the design of a new evaluative tool.
- 3) Each teacher will have a collaborative meeting with another teacher from a PLC cohort (i.e. same grade level, another grade level, same subject area, other....). Teachers from outlying schools may choose to coordinate with teachers from another outlying school or a fellow teacher from Challis. *** teachers of special education students and teachers from outlying schools will meet with their respective administrators to determine the cohort of students they will use for the evaluations/teaching plans/yearly growth described in this document.
- 4) Each teacher will write a ½-1 page reflection on how this discussion will generate revision or a new viewpoint associated with test modification.

2nd quarter

- 1) Administer test (might be administered prior to the 2nd quarter) and grade and analyze scores.
- 2) Create and submit a written plan which notes areas of strength and weaknesses in student scores. Include a generalized, long-term teaching plan which might include targeted concepts and/or timelines for instruction. If students already meet testing mastery requirements, long-term general strategies to challenge those students should be included in the plan. Completion of projects/extended learning for these students will be noted, but not included in the scoring.

3rd quarter

- 1) Administer test for the mid-year sample. Grade and analyze scores.
- 2) Meet with teacher collaborator from 1st quarter and discuss relative progress made toward meeting teaching and learning goals. Discuss strategies/ revisions to long-term plan
- 3) Create and submit a ½ -1 page summary of progress on goals, ideas and reflections from colleague meeting and plan modifications (if any) for the remainder of the year.

4th quarter

- 1) Administer the test for the 3rd and final time. Grade the test. Display individual students' results in graph or table form which indicates percentage of growth.
- 2) Goal is that 80% of students will show growth of at least 8% from the first to the 3rd exam.
**Students who met test score goals during the 1st or 2nd testing, will not be held to an 8% additional growth from 1st to 3rd testing. They will be counted as having reached their targeted growth through mastery early in the academic year. A written narrative of extended learning accomplishments for advanced students will be included

Thoughts and details on the first quarter component requirements:

#1-Task 1- Webinar viewing and write up:

When you write up and turn in your ½ page reflection on the webinar, be sure to include the following:

- * the title of the webinar and Internet address,
- * the date you viewed the webinar,
- * ½ page that reflects on how the webinar info relates to your 1 Benchmark assessment test chosen.

#2 Task 2- Collaboration with another teacher:

- Include the teacher collaborated with
- The date the collaboration occurred
- ½ page reflection about your discussion for improvement & utilization of your Benchmark test

These are just 2 examples of free webinars which could be utilized. These are just a sample of what you might want to choose from. We Googled

Common core + assessment + free webinars

to see what is available. Feel free to search on your own within this topic for what might work best for you!

Samples I found:

http://www.marzanoresearch.com/Free_Resources/event_presentations_webinars

- April 26, 2013 Marzano's Common Core Implementation: What assessment practices support CCSS implementation
- April 9, 2012 Marzano's common Core Implementation: Recording: How do proficiency scales support CCSS implementation
- Feb. 27, 2013 Assessment in the Common Core Era
- July 12, 2011 Teaching and Assessing 21st Century Skills
- April 28, 2011 Designing and Teaching Learning Goals and Objectives

<http://www.marzanoresearch.com/resources/webinars/teaching-and-assessing-21st-century-skills>

CONVERSATIONS ABOUT ASSESSMENT WITH MARK Shinn: A complimentary webinar Series

CCSSO Common core Webinar Series

(http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Webinar_Series)

- *Aligning Interim/Benchmark Assessments to the CCSS*

BOTH WEBINAR AND COLLABORATION WEBINAR REFLECTION PAPERS ARE DUE TO YOUR BUILDING ADMINISTRATOR BY THE END OF THE FIRST QUARTER! (IF LATE, WILL NOT BE ABLE TO GET THAT PIECE OF THE MONIES)